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AUTHOR	Hall, Joan Kelly, Ed.; Eggington, William G., Ed.
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ABSTRACT

Chapters in this volume include the following: "Policy and Ideology in the Spread of English" (James W. Tollefson); "Linguistic Human Rights and Teachers of English" (Tove Skutnabb-Kangas); "Official English and Bilingual Education: The Controversy over Language Pluralism in U.S. Society" (Susan J. Dicker); "Non-Native Varieties and the Sociopolitics of English Proficiency Assessment" (Peter H. Lowenberg); "The Social Politics and the Cultural Politics of Language Classrooms" (Alastair Pennycook); "Educational Malpractice and the Miseducation of Language Minority Students" (John Baugh); "Transforming the Politics of Schooling in the U.S.: A Model for Successful Academic Achievement for Language Minority Students" (Shelley Wong); "Creating Participatory Learning Communities: Paradoxes and Possibilities" (Elsa R. Auerbach); "Exploring the Spiritual Moral Dimensions of Teachers' Classroom Language Policies" (Ramona M. Cutri); "Disciplinary Knowledge as a Foundation for Teacher Preparation" (William Grabe, Fredricka L. Stoller, Christine Tardy); and "Becoming Sociopolitically Active" (Linn E. Forhan, Mona Scheraga). (KFT)

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